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THE DANGERS OF CIVIL WAR

We classicists are perhaps the only teachers who never have the respite of a closed season. If our foes on the outside happen for the moment to relinquish the chase, hunters from within are ready to take up the cry. We have 'friends' who would even throw over Latin for the sake of Greek. With my own ears I have heard one orating to that effect, with my own ears flapping with indignation. In general, however, those who go gunning for us from our own ranks take a pop merely at our methods of instruction. We either teach the wrong way or use the wrong texts. Luckily, as yet, none of our enemies from without has summarized the attacks of these witnesses from within and overwhelmed us with ammunition that we are using against one another. But may that time not come and should not we use a little care? We on the inside know that much of the shooting is ill-aimed, or at the wrong target, or sometimes merely into the air to make a noise.

Having always found the art of teaching exceedingly difficult, and being commonly depressed by my own deficiencies, I am constantly listening for the pop of a new gun, ever cherishing a hope that after the shooting some new perfection will then appear which will prove a panacea for pedagogical ills. Having heard an unusual amount of firing recently, I am tempted to register a few reflections.

Our best sharpshooters seem to be our makers of books. That is probably a healthy condition, since internecine warfare no doubt keeps down the number of authors. Fear constitutes a sort of birth-control in literary productivity. Writers of books appear to have as well-defined notions of what works ought to be put upon the Index as of those that they would number among the best-sellers. Without myself having ever produced 'the best Vergil' or 'the best Livy'—something of a distinction, methinks!—I can yet, of course, submit an ample supply of fuel to anybody who has a bonfire, and, like all other teachers in our subject, I should not refuse a papacy that carried with it full auto-da-fé privileges. In fact, I am not at all sure that, if each of us had his brief spell in stoking the crematory, we could not produce a better, though a nearly bookless, world.

Among authors used in our Secondary Schools Caesar is, of course, the easiest mark for everything from a popgun to a Big Bertha. Being probably the ablest man of his time, it is unfortunate that he failed to write a suitable elementary text-book for youthful posterity. Instead, he composed a political screed that inculcates neither the beauties of pacificism nor the decencies of civics. I hold no brief for him as sole diet for a pupil in his second year of Latin, but I am

not sure that his influence upon the young is much worse than that of the story of Blue-beard, or of Jack the Giant-killer, which they have already had in the nursery, or of most of the books in which they are going to welter in some of their English courses.

Along with Caesar I recently heard Cicero quite as severely condemned in public for the low ethical level of his orations. They, too, should go in spite of their author's preeminence in the Rome of his time. We aim to educate public-spirited citizens, not shyster lawyers and ward politicians. The oratory of Cicero is no fit food for the future leader of men. There is so much in Latin literature that is noble and uplifting. If only the pupils' first taste could be of that rather than of forensic and militaristic publications, they might be more tempted to go on. Somewhat thus would run the argument, which is all the more important because in a world which has just been nearly ruined by a soldiers' war and bids fair to be yet ruined by a politicians' peace it might be easy to lynch Caesar and Cicero out of the curriculum, before some of us could protect them by a slightly corrective plea.

If, however, we ought to discard our School Caesars and Ciceros, we must adopt substitutes to save Latin and incidentally the world. Aye, but there is the rub, the rasping rub. For ages of time scholars interested in the teaching of elementary Latin to children have been on the hunt for material that would be at the same time linguistically suitable, ethically admirable, humanly interesting, and pedagogically teachable. Somewhat recently, and yet not quite so recently as some imagine, they have begun to prepare for Secondary Schools much Latin that is either ancient literature rewritten and simplified, such as we find e.g. in the *Puer Romanus*, or some entirely new compositions, such as Professor Nutting among others has so admirably created. By using work of this kind we can certainly present those phases of ancient life that all will admit are desirable to bring early to the attention of the young in order to make their Latin seem interesting, vital, and worth pursuing to the higher levels of the literature. Surely nobody now will refuse such books a place in at least some part of the curriculum, but can they ever wholly displace Cicero's orations or even Caesar?

One other method has been proposed and that is to use excerpts from all ages of Latinity that might present to the beginner in the language the finer aspects of Roman life and thought. Having, however, for a score of years ransacked both pagan and Christian Latin from end to end in the search for just such passages, and having used those that I have discovered only with pedagogical difficulty even with advanced

students, I have small hope that they can be found for the merest children. Let us rather look to the great god Chance, and pray to him *tute multo* that he may yet reveal to us something in Latin from out the unknown which will correspond to La Tulipe Noire, Germelshausen, and Il Cuore.

But all this ferment of criticism is after all a sign of life and progress, and one has only to look across the seas to realize how much our classical instruction has been improved in consequence of being constantly under fire. An Englishman of high distinction in his life-work, who had the fullest and most strenuous instruction in Greek and Latin that his country affords, recently bewailed to me the quality of his education. His Classics had deprived him of time that he felt that he ought to have had for other subjects, and from them he had derived, as he thought, none of the beauty and intellectual inspiration that he had since discovered is in them to be imparted, if only the instruction is kept literary and human and free from the technicalities of pedantry. Although quite unable to make a mistake in quantity—the purists had protected him against that!—he had been accorded no such vital, sympathetic contact with the masterpieces of Greece and Rome as would make him love them. Serving through the entire World War and for years in peril of his life, he was not one to pillow his head at night on either a Homer or a Horace, although he was quite willing to acknowledge his indebtedness to classical study for superior character-training and mental discipline. The only comment I could venture upon his case was that the Classics had been so long a protected industry in England and the study of them so long the privilege of the relatively few that there had been until recently little pressure to teach them in any conciliatory way. We in America had been compelled to go on the defensive much earlier, and, when English champions of our cause have had to fight for a while in the front-line trenches, or even with their backs to the wall, they too will effect some radical pedagogical changes to which we perform have come. I doubt if either Oxford or Cambridge has as yet a professorship in animal husbandry or in 'small saw-mills', such as some of our more up-to-date institutions can boast. Our 'classic shades' have now a music and an aroma quite their own.

On the other hand, our English colleagues, although they have been until recently less endangered, have already in some particulars shown us the way. For instance, there is no gainsaying that the introduction of the Direct Method, even if it is not wholly acceptable, has acted as a wholesome corrective for some of our pedagogy in the United States. Most welcome is the increasing collaboration between scholars on opposite sides of the Atlantic. Those of us who are especially interested in popularizing the Classics have faith that the new series, *Our Debt to Greece and Rome*, which only the dauntless enterprise of Doctor Hadzsits could have achieved, may soon accomplish more than even the Loeb Series of Translations has done in that particular direction. The latter is after all primarily for the use

of persons who enjoy a somewhat superior education.

There is another step to take. There are thousands of men and women possessed of small learning who should yet be made somewhat acquainted with the background of all our Western European civilization, if what we believe of the merits of the Classics is really true. In England the laboring people are insisting more and more upon their share in what was once the education of the 'Brahmans'. To meet their needs, we now have a publication of Harrap and Co., London, *Readings from the Literature of Ancient Rome in English Translations*, by Miss Dora Pym, formerly Scholar and Classical Lecturer of Girton College, to which a companion volume, *Readings from the Literature of Ancient Greece*, is soon to appear. These have grown out of the experience of the author with the working classes and with the English soldiers of the recent War. Admirable introductions in the simplest but purest language give the necessary understanding of the excerpts, and the reader is not constantly coming upon English renderings of the Latin that for 'the man in the street' would require still another translation into his own vernacular, to make the passage yield its full meaning. It is always a serious question to what extent College courses in Greek or Latin literature in translation form support or discourage study of the original writings, but there can be no doubt that the winning of mature persons, however educationally humble they may be, through private reading of such books as this recent publication of Miss Pym is highly desirable.

WALTON BROOKS MCDANIEL
UNIVERSITY OF PENNSYLVANIA

WHICH WAY?

In regard to the problems confronting the American Classical League in its present Investigation, there seems to be room for wide difference of opinion. All concerned are without question looking to the same end, an adjustment that will bring the maximum of benefit to the cause of the Classics in School and College. As we thus stand at the crossroads, the question is, Which Way?

One way has been advocated in *The Classical Journal* 17:52-65 (November, 1921). That particular article, entitled *The Function of Latin in the Secondary Curriculum*, would have required little attention but for the fact of the official connection of its author, Dr. Mason D. Gray, with the Classical Investigation. In view of that connection, the proposals there made were necessarily subjected to a critical examination; and it seems worth while here to set forth in outline a very divergent view as to the nature of the situation and the choice of means to cure it.

(I) The chief difficulty that besets Latin in the High School is not peculiar to that subject. All the old standard studies feel the pressure more or less. Educationalists are eagerly claiming the High School as the 'People's College', insisting that vocational studies be given there the right of way, and hailing with joy

every chance to eliminate a subject that is cultural or 'bookish'.

To the writer it seems the great outstanding problem to devise means to meet this situation, and to save a secure place in the School curriculum for the kind of training the best students need and ought to have.¹ A serious complication lies in the fact that the students so often enjoy practically free election. Not knowing the real value of things, it is little wonder that they crowd into the courses that seem like play to them, leaving rather severely alone those studies that call for concentration and hard application.

In the large city Schools the full force of this mischief is perhaps not yet felt, because there are still enough students who, for one reason or another, are induced to elect Latin. But in the small Schools the subject is being steadily eliminated, as the enrollment drops to a point where the School administration, even though not unfriendly, is unwilling to supply a teacher of Latin.²

Let no one underrate the importance of maintaining Latin in the small High School. These are the centers that keep Latin on the map, making it possible for people everywhere to pursue that study. It will be an evil day for Latin if Dr. Eliot's dream comes true, and Latin is restricted to the large city High Schools. Think what has happened to Greek. Not merely has it disappeared from all but the largest Schools; in College, instead of teaching Greek literature, the instructor must spend his time on the elements of the language.

To try to meet this situation with revision of methods of study is again to attempt to sweep back the waves with a broom. On the other hand, if we grapple with this problem and solve it, Latin and the other standard subjects will be safe, even though methods fall short of the ideal. This is the time to strike for something worth while; it will be a great pity if the opportunity is wasted through meticulous attention to more or less irrelevant detail.

This is a call to a large and difficult task, in which all those should unite who believe in keeping open in the Schools an opportunity for a cultural education. It is a much larger matter than merely the retention of Latin in the Schools, important as such retention is. There are at least four avenues of approach.

(a) To show the futility of the program into which the Schools are drifting. Much of the work called 'vocational' is such only in name. It really leads to nothing; and a student, by entering a shop where practical work is done, in much less time could acquire knowledge and skill of real commercial value.

By encouraging all sorts of students to crowd into this play work, and to shun courses where real training for the mind is given, the educationalists are debauching young America and defrauding it of something really worth while.

(b) To show that the supposed support of experi-

mental psychology is tottering under the feet of the educationalists who preach 'direct education' for all, and who are so ignorant of what is really happening that they still harp on the old fallacy 'We train (only) what we train'.³

(c) To bring home to influential persons not engaged in teaching, the ruin that is being brought about in the School system by irresponsible 'reformers', whose zeal to tear down is often in direct ratio to their ignorance and personal lack of culture. There is plenty of sound and splendid sentiment (such as that expressed by Secretary of State Hughes); the problem is to gather it up and to focus it into a flame that shallow theorists will not care to brave.

(d) To secure, wherever possible, a return of the standard subjects to the list of required studies. Professor Sage reports that the four-year course in Latin has been adopted among the requirements for prelegal students by the Supreme Court of Pennsylvania. A few anchors of that sort will do vastly more to stabilize Latin in the Schools than can be hoped from the most sane and sound revision of methods of teaching.

(II) The question of method, then, is distinctly a subordinate issue. It has been brought into undue prominence by Dr. Gray's article above referred to, which was released at a time when it would be read by many as an official pronouncement. And it has been stressed further by the fact that the League Investigation thus far has been confined so closely to measurements that seem to look toward curriculum revision.

In regard to Dr. Gray's program, it may be admitted that its adoption would probably be attended, at the start, by a flare-up of interest on the part of certain educationalists, who would detect in it an attempt to bring Latin into line with their pernicious notions regarding 'direct education'; and certain out-and-out enemies of Latin might look with mild favor upon a substitute that centered upon such ends as teaching, through derivation, the meaning of the technical terms used in the various sciences.

But, in the judgment of the writer, the adoption of such a program would be calamitous in the extreme; and it is for this reason that objection has been registered against it in previous articles. The rejoinder that critics should hold their peace until the Investigators make a formal report sounds much more just than it really is, for three reasons.

First, if there is any danger of the horse being stolen, it is well to lock the door in advance; second, Dr. Gray did not himself wait until the end of the Investigation to broadcast the ideas of his own predilection; and, third, this particular question may perfectly well be settled now, without any reference to the Investigation.

Some years ago, the matter of the adoption of the Direct Method was an issue. There was no question that Dr. Rouse and a few others were getting excellent results along those lines. But, after examining the books and considering the actual School situation in

¹See THE CLASSICAL WEEKLY 16:97-98 (January 22, 1923).
²Compare an article entitled Who Makes the Secondary School Curriculum?, in the Journal of Education 97:39 ff. (January 11, 1923).

³Compare my article, Latin and Mental Training, The Classical Journal 18:91-99 (November, 1922).

America, most of us came to the conclusion that adoption here was not feasible. This judgment was based on a first-hand knowledge of local conditions; and it would not have been shaken in the slightest degree by the result of any educational measurement. The method was not workable, and that was all there was to be said about it.

We are now confronted by a similar issue. No question is raised as to what may be accomplished with Dr. Gray's method by a small group of exceptional and specially trained teachers. But, after reading his article in *The Classical Journal* and examining his pamphlet, *High School English and Latin*, where the theory is worked out in detail, I find the conclusion irresistible that under ordinary working conditions very little *Latin* could be taught by this method.

This is a matter of which any teacher can judge for himself, and a decision can be reached at once; the verdict need not be at all contingent upon what the measurements now undertaken ultimately show, or seem to show¹. Indeed, any attempt to tie this question up with the results of the Investigation befores the issue, and distracts attention from the real bearings of the proposal.

Few seem to note how conscious Dr. Gray himself is of the implications of his program. He begins with the claim that, with present methods, not more than one per cent of the students enrolled in Latin are likely to acquire a reading knowledge of the language, in any real sense of that term². But, instead of attempting to correct this assumed condition, he frankly proposes to abandon any effort to teach Latin to the rank and file, substituting therefor various kinds of training that can be developed through manipulation of certain Latin words and phrases.

To offset the bleakness of this prospect, he interposes the following:

... It is confidently believed that the program proposed for the great majority will be found the best basis for those also who are to pursue their classical studies further and become, as always, the leaders in the realm of thought and literature³.

If we accept Dr. Gray's estimate that, with present methods, only one per cent of the students enrolled can hope to come to any real reading knowledge of Latin, it would seem logical to believe confidently that there would be a falling off nearly to the zero point, if teachers should cease to regard reading knowledge as an aim, and give their time and attention to other things.

If this is counted a not quite fair way of putting the matter, let each experienced teacher ask himself this query: "Is the time allotted to Latin so abundant that I could devote my attention to by-products as a chief end, and still bring classes through on schedule as regards a real acquaintance with Latin?" This is a practical question that can be answered now.

¹The phrase "seem to show" is used advisedly; for the experience of the last few years has demonstrated conclusively the folly of hasty curriculum revision on the basis of the supposed results of formal tests.

²On the justice of this estimate see my paper, *Does Latin Function?*, *THE CLASSICAL WEEKLY* 15:42-44 (November 13, 1922).

³*The Classical Journal* 17:35 (November, 1921).

It may seem to savor of compromise to suggest that two types of instruction be set up, one in real Latin, and the other in 'applied Latin'. But a moment's reflection will show that this is only another phase of Dr. Eliot's proposal to restrict Latin to the larger Schools.

For the smaller Schools could maintain but one type; and, since most of the students enrolled in them are not looking toward College, the applied type of instruction would be there assigned. Some of the larger Schools could maintain two types of instruction. But the net result would be to confine real Latin to part time in the larger Schools. How this would work out for a State like California has been shown in detail elsewhere⁴.

The question then is: Which Way?

A. One program is marked by the following features:

(1) An attempt to bring Latin into line with the pernicious and narrow educational theory of the day by surrendering mastery of the language as an aim, substituting therefor certain 'direct training' that looks in other directions.

(2) Overtures to out-and-out enemies of real Latin, who might tolerate the name, if the actual work were centered upon derivation, and the like.

(3) Sacrificing the gifted students and depriving them of the training they ought to have, in order to provide something more 'practical' that will appeal to the majority.

B. The other program may be summed up as follows:

(1) An uncompromising attack upon the educational fads and fallacies of the day, and a refusal to yield in any way to them. Here psychology is coming gallantly to the rescue.

(2) A demand that a safe and sure place be reserved in the School curriculum for the standard subjects. If Schools can bear the cost of 'acceleration' classes and the like, they can bear the expense of keeping open the opportunity for the kind of training the best students need. How this demand may be enforced has been indicated above. Prescription is the safest anchor.

(3) Without sacrificing the best students, to give every child the fullest value possible for the time he spends on the study of Latin.

Here is a large issue that ought to be settled, before any attempt is made at curriculum revision. Now is the time to discuss it; for it is a matter that has little necessary connection with the results of the measurements now under way.

UNIVERSITY OF CALIFORNIA

H. C. NUTTING

SOME REMARKS ON THE LITERARY TECHNIQUE OF THE GOTHIC HISTORIAN JORDANES¹

The Gothic History of Jordanes, written in the sixth century, with its vivid account of the great battle of

¹See my paper, *Types of Latin Instruction*, *The Classical Journal* 18:26-32 (October, 1922).

²Attention may be called to a book entitled *The Gothic History of Jordanes*, in English Version, With an Introduction and a Commentary, by Professor Mierow (Princeton University Press, 1915).

the Catalaunian Plains, its lifelike portrayal of Attila the Hun, and its glorification of the Gothic race, from which the author traced his own descent, has become, through the loss of the original work of which it is an epitome, one of the important historical sources of the later Latin.

The high value now set upon this book is almost solely accorded, however, to its contents. The unlearned ecclesiastic who made this compilation was, it is true, far from proficient in the imperfectly acquired tongue in which he wrote, and it has become the fashion to disparage any claims he might conceivably have to recognition on the ground of literary excellence by a mere allusion to his characterization of himself as *agramatus*. Moreover, he has made many extracts from previous writers almost verbatim, and often without acknowledgment of his indebtedness, so that most critics, following the example of Mommsen, refuse to give him credit for any originality whatever.

This paper seeks to correct a manifestly unfair view by indicating some of the main characteristics of Jordanes as a writer. For, obviously, however much he followed others in recording matters of fact, in this acquiescing in a well-understood and recognized literary procedure, his method of presentation must still in greater or smaller measure reveal the man himself. In this connection all the author's digressions are of importance, all his reflections upon the events which he records, even his manner of introducing the many authorities from whose works he quotes.

The Latinity of Jordanes has been carefully and thoroughly investigated, but classified lists of his uncouth methods of expression, of peculiarities of form and syntax (which are due partly to the author's illiteracy and partly to the general break-up of the language itself) tend to give a wholly inadequate and unfair impression of the author's style. This unfortunate estimate of Jordanes as a man of no learning or ability whatever needs to be corrected and supplemented by at least an indication of the charm of the author's personality, which a sympathetic reader cannot but feel pervading his entire work.

I HIS USE OF SIMILES

Jordanes is fond of enriching and enlivening his narrative by the frequent use of apt comparisons. Such similes are especially numerous in the geographical digressions; countries are often described pictorially as they would appear to one looking at them upon a map. So the Scandinavian peninsula is likened to a juniper leaf (3.16), the Danube and its tributary streams to 'a spine interwoven with ribs like a basket' (12.75), and Dacia is described as 'encircled by the lofty Alps as by a crown' (5.34). Vividness is secured in like manner in the descriptions of men and events: Attila at bay is compared to 'a lion pierced by hunting spears, who paces to and fro before the mouth of his den and dares not spring, but ceases not to terrify the neighborhood by his roaring' (40.212); Cniva, the Gothic chieftain, falls upon his foes 'like a thunderbolt' (18.102). At the battle of the river Bolia, 'the plain was drenched in the blood of their fallen

foes and looked like a crimson sea. Weapons and corpses, piled up like hills, covered the plain for more than ten miles' (54.278). These are but a few of the many similes that occur in every chapter of the Gothic History. See also 1.9 *gens . . . velut examen apium*; 4.25 *insula quasi officina gentium aut certe velut vagina nationum*; 31.159 *si quid primum remanserat, more locustarum erasit*; 55.280 *fluvius ille congelascit. . . in silicis modum*; 25.132 *Getas quasi murum regni sui*.

II HIS USE OF PROVERBS AND LIKE SENTENTIOUS UTTERANCES

Another striking characteristic of this work is a wealth of proverbs and like sententious expressions. Some of these are well worth quoting: 50.260 *Facile omnes adpetunt quod pro cunctorum utilitate temptatur*; 39.204 *Indicium pavoris est societate defendi*; 39.204 *Audaciores sunt semper qui inferunt bellum*; 37.197 *Facile . . . adsumit pugnandi necessitatem, cui fugiendi inponitur difficultas*; 23.119 *Nihil valet multitudo inbellium, praesertim ubi et deus permittit et multitudo armata advenerit*; 50.259 *Frequenter regna gravat copia quam inopia successorum*; 41.217 *Humana fragilitas dum suspicionibus occurrit, magna plerumque agenda rerum occasione intercepit*; 30.157; 33.175; 39.205, 206.

III TERSE SUMMARIES

Jordanes is accustomed to drive home the moral of the events he records by terse recapitulations, often oracular in tone. So, for example, 50.263 *Adeo discidium perniciores res est, ut divisi corruerent, qui adunatis viribus territabant*; 48.253 *Sic eis mutua affectione se tuentibus nulli paenitus deerat regnum*; 50.263 *Cesserunt itaque Hunni quibus cedere putabatur universitas*; 35.180 *librante iustitia detestabili remedio crescens deformes exitus suae crudelitatis invenit*; 25.132 *sic quoque Vesegothae a Valente imperatore Arriani potius quam Christiani effecti*; 3.18 *ita non solum inhospitalis hominibus, verum etiam beluis terra crudelis est*; 3.20; 8.56; 40.210; 50.259.

IV EPIGRAMS

Similar to this stylistic trait is the author's fondness for epigrammatic statement, illustrated especially in his descriptions of men and of races. Of the Huns, Jordanes says, in 24.128, *sub hominum figura vivunt beluina saevitia*. Elsewhere (24.121) he characterizes them as *Hunorum gens omni ferocitate atrocior*. Attila is described (25.182) as 'a man born into the world to shake the nations'. Other concise expressions of this kind are 36.189 'I call no war dangerous save one whose cause is weak', and 'He fears no ill on whom Majesty has smiled'; 19.103 'The death of one soldier is no great loss to the State'; 49.257 *quis ergo hunc exitum putet, quem nullus aestimet vindicandum?*; 17.97 *crecenti populo dum terras coepit addere, incolae patrios reddidit rariores*; 8.57; 33.174; 36.187; 50.262.

V RHETORICAL FLOURISHES

Some of these rhetorical methods of expression are

extremely effective; others serve rather to show how easy is the descent from the sublime to the ridiculous. Among the latter may be mentioned 17.99 *Sed causa melior vivacitasque ingenii iuvit Gothos*; 55.281 *Devicit, vastavit, et pene subegit*; 48.248 *Nec valet aliquis commemorare, quanta strage de Hunnorum Venetharius fecit exercitu*; 7.53 *qui amplexantes terras Syrorum, Mesopotamiam et appellari faciunt et videri*; 44.232 *Miserabilis non differt mortem, cum elementa mutaverit*.

In other highly rhetorical passages we see revealed the child-like and enthusiastic spirit of the author, as, for example, when he describes the pleasures of knowledge first brought to the Goths by their counsellor Dicineus (12.70):

'Think, I pray you, what pleasure it was for these brave men, when for a little space they had leisure from warfare, to be instructed in the teachings of philosophy! You might have seen one scanning the position of the heavens and another investigating the nature of plants and bushes. Here stood one who studied the waxing and waning of the moon, while still another regarded the labors of the sun and observed how those bodies which were hastening to go toward the east are whirled around and borne back to the west by the rotation of the heavens. When they had learned the reason, they were at rest'.

See also 24.127; 26.138; 36.190; 41.218; 44.234; 49.258; 53.276.

VI SOME PASSAGES OF NOTABLE BEAUTY OF EXPRESSION

But Jordanes can rise to greater heights than these, and his Gothic History contains many passages of notable strength and beauty. Strange to say, this ecclesiastic is at his best in describing the horrors of war; he even appears to take delight in the gruesome details. His account of the famous battle of the Catalaunian Plains is a notable piece of descriptive writing. Take, for example, this narration of the death of King Theodoric I on the battlefield (41.214):

...Videres Gothorum globos dissonis vocibus confragosos adhuc inter bella furentia funeri reddidisse culturam. Pundebantur lacrimae, sed quae viris fortibus impendi solent, nam mors erat, sed Hunno teste gloriosa unde hostium putaretur inclinatum fore superbiam, quando tanti regis efferru cadaver cum suis insignibus conspicebant.

Of the conflict itself he says (40.207-208):

...Hand to hand they clashed in battle, and the fight grew fierce, confused, monstrous, unrelenting—a fight whose like no ancient time has ever recorded. There such deeds were done that a brave man who missed this marvellous spectacle could not hope to see anything so wonderful all his life long. For, if we may believe our elders, a brook flowing between low banks through the plain was greatly increased by blood from the wounds of the slain. It was not flooded by showers as brooks usually rise, but was swollen by a strange stream and turned into a torrent by the increase of blood. Those whose wounds drove them to slake their parching thirst drank water mingled with gore. In their wretched plight they were forced to drink what they thought was the blood they had poured from their own wounds'.

See further 33.172; 51.261; 54.278; 60.313, 315-316.

These few brief extracts may serve perhaps to show something of the style of the Gothic History of Jordanes. With all its faults of diction and grammar—and they are many—it still possesses a charm that no mere description can adequately reveal. Jordanes, the quaint, devout, loyal eulogist of the Gothic race, deserves recognition for himself as well as for his great tale of a lost cause.

COLORADO COLLEGE, CHARLES CHRISTOPHER MIEROW
COLORADO SPRINGS

THE CLASSICS OF INTERNATIONAL LAW

I purpose here to call attention to a collection of the classic works connected with the history and the development of international law, dating mostly from the sixteenth, seventeenth, and eighteenth centuries. The series was undertaken by the Carnegie Institution of Washington in 1906, at the suggestion of Dr. James Brown Scott, then Solicitor for the Department of State, who has from the beginning acted as General Editor. On January 1, 1917, the monumental undertaking was transferred to the Carnegie Endowment for International Peace, under the supervision of whose Division of International Law, of which Dr. Scott is Director, the project is being continued.

Thus far eight works have appeared in the series, at Washington.

Zouche, Richard: *Juris et Judicii Feialis, Sive Juris inter Gentes, et Quaestionum de Eodem Explicatio* (1911). I, [First edition, 1650], with Introduction, etc., by Sir T. Erskine Holland; II, Translation, by J. L. Brierly. \$4.00.

Ayala, Balthazar: *De Jure et Officiis Bellicis et Disciplina Militari* (1912). I, [1582], with Introduction, etc., by John Westlake; II, Translation, by John Pawley Bate. \$7.00.

Vattel, E. de: *Le Droit des Gens*. 3 volumes.

Rachel, Samuel: *De Jure Naturae et Gentium Dissertationes* (1916). I, [1676], with Introduction, etc., by Ludwig von Bar; II, Translation, by John Pawley Bate. \$4.00.

Textor, Johann Wolfgang: *Synopsis Juris Gentium* (1916). I, [First edition, 1680], with Introduction, etc., by Ludwig von Bar; II, Translation, by John Pawley Bate. \$4.00.

Victoria, Franciscus de: *Relectiones: De Indis, and De Jure Belli* (1917). Introduction, by Ernest Nys; Translation, by John Pawley Bate; Revised Text, with Prefatory Remarks, etc., by Herbert P. Wright; [Simon's edition, 1696]. \$3.00.

Legnano, Giovanni da: *De Bello, De Repraesaliis et De Duello* (1917). [Bologna Manuscript of circa 1390], with Extended and Revised Text, Introduction, etc., by Sir T. Erskine Holland; Translation, by J. L. Brierly; [First edition, 1477]. \$13.00. Out of print.

Gentili, Alberico: *Hispanicae Advocationis Libri Duo* (1921). I, II, [1661], with an Introduction and Translation, by Frank Frost Abbott. \$5.00.

Five others are now in press, as follows.

Grotius, Hugo: *De Jure Belli ac Pacis Libri Tres*. [1646]; with Translation, by Francis W. Kelsey.

Pufendorf, Samuel von: *De Officio Hominis et Civis Juxta Legem Naturalem Libri Duo*. Introduction, by James Brown Scott; Translation, by Frank Gardner Moore; [1682].

¹An item thus enclosed in square brackets calls attention to a photographic reproduction of an edition of the date named.

Bynkershoek, Cornelius van: *De Dominio Maris*. Introduction, by James Brown Scott; Translation, by Ralph van Deman Magoffin; [1744].

Gentili, Alberico: *De Legationibus Libri Tres*. Introduction, by Ernest Nys; Translation, by Gordon J. Laing; [1594].

Wolff, Christian von: *Jus Gentium Methodo Scientifica Pertractatum*. Introduction, by Otfried Nippold; Translation, by Joseph H. Drake; [1764].

Among the works to follow in due course are Pierino Belli, *De Re Militari*, with translation by Professor H. C. Nutting; Samuel von Pufendorf, *Elementa Jurisprudentiae Universalis*, with translation by Professor W. A. Oldfather; Grotius, *De Jure Praedae Commentarius*, and Bynkershoek, *Quaestiones Juris Publici*, with translation by Professor Tenney Frank; Gentili, *De Jure Belli*, and Marsiglio Menandrino, *Defensor Pacis*, with translation by C. W. Previtte-Orton, of St. Johns College, Cambridge, England.

Before this series began, it had been very difficult, or impossible, to procure the texts of these authors in convenient form. Each work is provided with a biographical-historical introduction written by an authority. There are tables of errata found in the original, and notes to clear up doubts, explain ambiguities, and correct mistakes in the text.

The books may be purchased from the Oxford University Press or consulted at any one of the numerous depository libraries of the Endowment scattered throughout the country.

WASHINGTON, D. C.

EDWIN H. ZEYDEL

REVIEWS

Teachers' Course in Latin Composition. By H. C. Nutting. Boston: Allyn and Bacon (1922). Pp. v + 99.

Professor Nutting has always been a staunch believer in the necessity of the study of Latin prose composition, and whatever he says on this subject deserves respectful attention. His little book, *Teachers' Course in Latin Composition*, he writes primarily for students who intend to teach Latin, and he draws his matter and his method from his own rich experience as a teacher. This has taught him, as it must have taught others, that certain mistakes made by students of Latin "recur in regular waves"; these, he believes, "it is possible to bring . . . within the limits of a concrete scheme" (iv). Such a scheme he presents at the outset, under the caption, *Grammatical Conspectus* (1-8). Here one will find a convenient summary of common mistakes both in forms and syntax, together with concise statements of the most important grammatical principles.

There follow, on pages 9-25, helpful suggestions concerning the use of this material, wherein emphasis is laid upon a thorough mastery of both the fundamentals of grammar and of the *Conspectus*. For the testing of this mastery the author furnishes English exercises which are divided into three groups of about equal difficulty. These exercises are adaptations of passages from Latin authors, chiefly Caesar, Cicero, and Nepos, and illustrate what Professor Nutting calls the most difficult but at the same time the most fascinating

part of the course, the construction, namely, of "simple passages of English that will test effectively the weak points in Latin composition" (16). He recommends the selection by the teacher of a suitable bit of Latin text in which the students are to note "all the forms and constructions that seem worth incorporating in an exercise", and then to adapt from this text an English exercise which will "illustrate points to be tested". This English exercise is to be clear and uninvolved, and to be accompanied by a discriminating use of footnotes for the purpose of supplying a rare word or of giving a literal rendering where "the English of the text is rather idiomatic", or of insuring the use of a word or of a construction knowledge of which the writer wishes to test. The exercises are then to be translated into Latin and the work of the class-room is to be the comparison and discussion of the different versions presented by the students.

The practicability of work of this character and its great value no one will question. Its value, however, is conditioned by the English of the adaptation which the student makes from the Latin text. If it is idiomatic English, English of the best usage, well and good. But the English of the exercises which the author furnishes to illustrate his method is certainly not always idiomatic English. Where, save in a periphrasis of a Latin text, will any student find such a sentence as this on page 27?

. . . he ordered that the cavalry should cross as quickly as possible, so that the enemy might have less opportunity. . .

A footnote directs the student to use *iubeo* for "order". Throughout these exercises the expressions "he ordered that" and "so that" (employed to express purpose, not result), are regularly used, in spite of the fact that the student very seldom uses or should use them. Again, on page 64, the Latin idiom and not the English is illustrated in the clause, "when I and a few of the inhabitants", etc. Certainly idiomatic usage and clarity are not virtues of this passage on page 30:

. . . Cleomenes at once boarded his largest vessel, . . . and commanded that the other vessels follow him as quickly as possible. However, they were small, and not to be compared in speed with the leader's ship. So the latter escaped. . .

In a footnote "the latter" is translated by *ille*, and one naturally takes it to refer to the ship, but the sentence continues, "while the other officers were captured".

This is not mere captious criticism. It arises from the conviction that the English which is employed in the exercises of most of our composition books not only prevents a student from appreciating the difference between Latin idiom and our own, thus making the art of translation impossible of attainment, but, and this is more serious, also destroys his feeling for his mother tongue. The value of Professor Nutting's suggestive little book would have been far greater, in the opinion of the reviewer, at least, if the English of his exercises were as idiomatic as, for example, that of his Prefatory Note (iii-v).

UNIVERSITY OF VERMONT,
BURLINGTON, VERMONT

M. B. OGLE

Greek Biology and Greek Medicine. By Charles Singer. Oxford University Press: American Branch (1922). Pp. 128. Illustrated.

Greek Biology and Medicine. By Henry Osborn Taylor. Boston: Marshall Jones Company (1922). Pp. xv + 151.

Throughout the course of many years sporadic attempts have been made to express the indebtedness of the modern world to the ancient, and to appraise, in fitting terms, the value of the legacy bequeathed to us by antiquity. It has been left, however, to the current decade of the twentieth century to endeavor to elaborate the whole—in so far as it relates to Greece and Rome—in a systematized form. Thus, we have the American series of volumes, *Our Debt to Greece and Rome*; the English, *The Legacy of Greece*; and the German, *Das Erbe der Alten*. And doubtless France, Italy, and the Northern peoples will soon feel the impelling influence of this summons to render credit to whom credit is due.

The original volume, *The Legacy of Greece* (reviewed by Professor Paul Shorey in *THE CLASSICAL WEEKLY* 16.39-40), in which the scholars of England sought to express, summarily, the nature of our Hellenic heritage, is now, as it were, in process of dismemberment; its twelve essays have begun to appear, singly or in pairs—with or without increments—as separate works of essentially the same format as those of the *Our Debt to Greece and Rome* library. Two volumes have already been published—*Greek Art and Architecture*, by Professors Gardner and Blomfield, and *Greek Biology and Greek Medicine*, by Professor Singer. They are sold for but 2s., 6d. each: why, one may ask, have the publishers of the American series hardened their hearts to demand two and a half times this amount?

The many points of contiguity between these monographs of Drs. Singer and Taylor—their similarity in respect to subject-matter, scope, and purpose—invite one to lay them side by side and compare, rather than criticize, their contents. The books are well-bound and well-printed; thanks to the practice of a saving economy, however, in regard to space and type, the English treatise is somewhat the lengthier, and it possesses, moreover, about twenty excellent illustrations from Greek vase-paintings, grave-stones, manuscripts, etc., which in no small degree enhance its value. As a make-weight in the American scale may be noted the Appendix (139-141) provided by one of the joint-editors of the series, Professor Hadzsits, showing, in tabular form, something of the influence of the Greeks as exerted directly upon medieval and modern writers on biology and medicine. It would appear, furthermore, that Dr. Taylor is rather more scrupulous than Dr. Singer in holding to the theme of the intrinsic value of the Greek legacy. He is thus inclined to disregard, more or less, the shortcomings of the ancient physicians, and to sift out only the grains of gold that they have transmitted to us. Dr. Singer writes a more complete and detailed history of Greek Medicine, but he may perhaps be taken to task by experts in the latter field for the small regard he shows for Galen.

The reviewer is able to boast of no more specific knowledge of the theory of the healing art than that acquired during a brief course of study as a medical student; but his personal feeling is that Dr. Taylor has probably done right in devoting a chapter of some twenty-five pages to an examination of the influence upon our world of this great medical theorist of the second century A. D. Dr. Singer, on the other hand, dislikes Galen's personality exceedingly, and in his contemptuous treatment of him seems to display a touch of almost personal spleen and prejudice. He pictures him as a big, energetic, "hustling", verbose, disputatious sort of ruffian. He seems to Dr. Singer thoroughly wide-awake and efficient, and a moderate lover of truth; but, unlike Hippocrates, he keeps one eye upon his honorarium and the other upon his competitors.

Both authors are prodigiously impressed by the remarkable genius of Hippocrates, surely one of the noblest figures of antiquity.

Aristotle likewise, next in order of merit, comes in for his share of recognition as a biologist, and it is clearly shown to what a height biological science was carried by him as compared with physical. Finally, Dr. Singer brings a long list of ancient contributors to medical science under review; in this connection Dr. Taylor prefers to generalize.

It must be confessed that one learns more, and a great deal more, from the English essay than from the American. The head of its author is brim-full of facts which pour forth on the printed page like a flowing stream, and carry the reader—even the layman—headlong with them. The question of style, on the contrary, is manifestly hampering Dr. Taylor at every turn. He is painfully conscious of the difficulty of his task; he is in terror of saying too much or too little; his diction is perpetually straining and toiling to make itself impressive; but he invariably fails to be epigrammatic, and an unhappy choice of words often leads to obscurity. Lord Macaulay, when reading the *Classics for amusement*, was wont to pass by a sentence that refused to yield up its meaning upon a second perusal; and the reviewer has had sometimes to follow Macaulay's lead in reading Dr. Taylor's book. It exhibits nothing of the limpidity and piquancy of the style of the other book, but is laborious, forced, infelicitous. It would appear probable, too, that the author's knowledge of Greek is far from profound. He quotes the original but seldom, and the fact that he has been guilty of three or four errors where he has introduced citations from the original would tend to arouse a reasonable suspicion of his knowledge of Greek.

If, then, the purpose of the series to which these booklets belong is, as it professes to be, that of explaining to the layman in simple, if polished, language, clearly, concisely, and yet impressively, the nature and quantity and extent of the heritage handed down to us by the men of Greece and Rome, it must be said that, in their respective attempts, Dr. Singer has fulfilled his mission admirably; Dr. Taylor has been but moderately successful.

JAMESTOWN COLLEGE,
JAMESTOWN, NORTH DAKOTA

A. D. FRASER